R E P O R T R E S U M E S

ED 017 575 UD 004 533

PROJECT CONCERN.

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 20 SEP 66

EDRS PRICE MF-$0.25 HC-$0.28 5P.

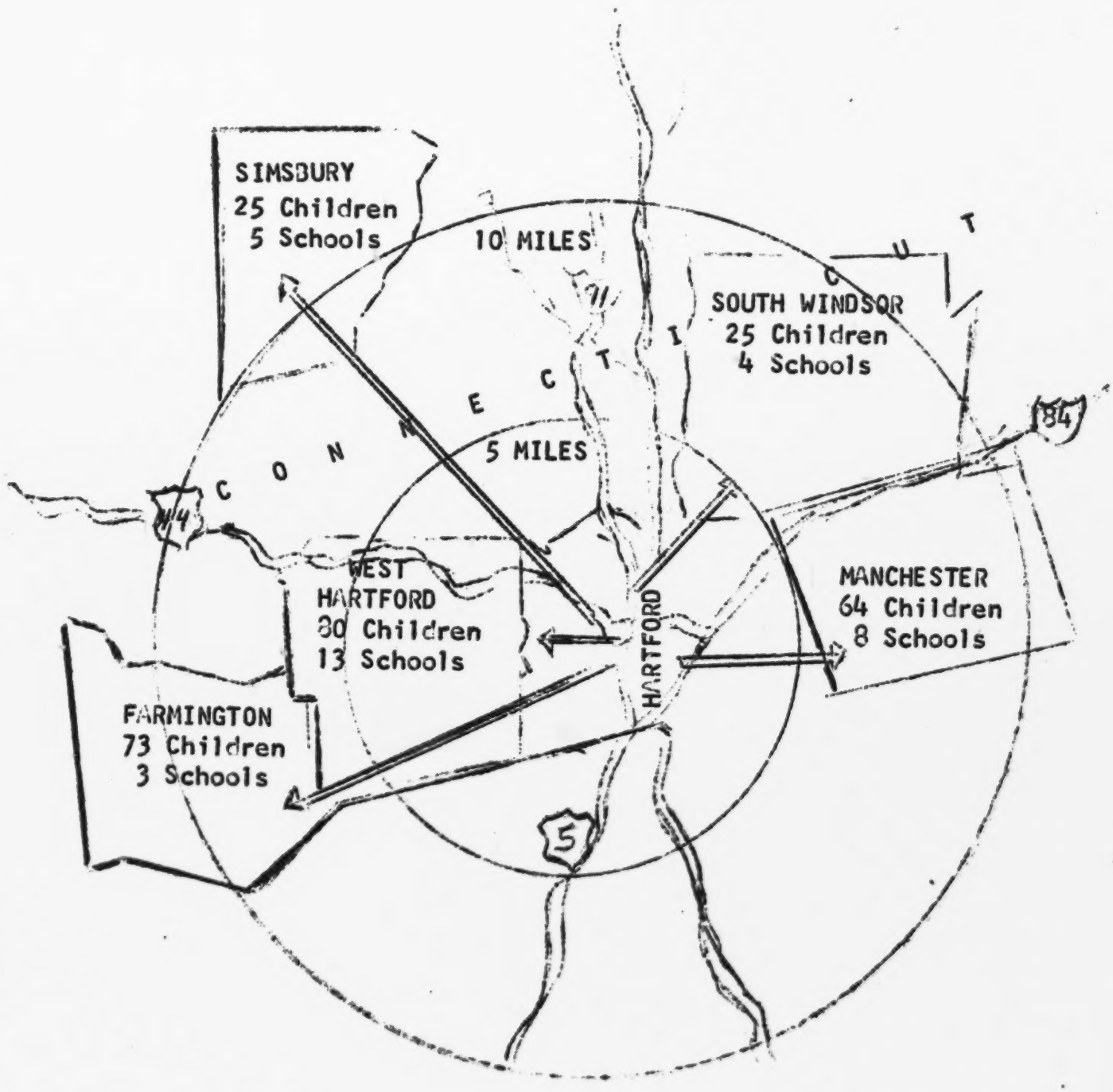
DESCRIPTORS- *ELEMENTARY SCHOOLS, *DISADVANTAGED YOUTH, *TRANSFER PROGRAMS, *BUS TRANSPORTATION, PROGRAM COSTS, SUBURBAN SCHOOLS, EXPERIMENTAL GROUPS, CONTROL GROUPS, NEGRO STUDENTS, SCHOOL INTEGRATION, INNER CITY, MINORITY GROUP CHILDREN, STUDENT IMPROVEMENT, RESEARCH DESIGN, PROJECT CONCERN, HARTFORD, CONNECTICUT

PROJECT CONCERN IS A 2-YEAR EXPERIMENTAL EDUCATIONAL PROGRAM IN WHICH OVER 250 DISADVANTAGED YOUNGSTERS IN KINDERGARTEN THROUGH GRADE FIVE ARE BUSED FROM THEIR INNER CITY SCHOOLS TO FIVE MIDDLE CLASS SUBURBAN SCHOOL SYSTEMS. IT IS EXPECTED THAT THE CHANGE IN MILIEU, WITH OR WITHOUT SOME SUPPORTIVE SERVICES, WILL CREATE POSITIVE CHANGES IN THE STUDENT'S SELF PERCEPTIONS AND SCHOOL PERFORMANCE. EVALUATION OF THE PROJECT WILL BE BASED ON STATISTICAL AND CASE STUDY DATA WHICH WILL FOCUS ON SCHOOL-RELATED AND OTHER VARIABLES. THE PROJECT STAFF CONSISTS OF SUPPORTIVE TEACHERS AND SOCIAL AND COMMUNITY WORKERS, AND IS FUNDED BY LOCAL, STATE, FEDERAL, AND PRIVATE FOUNDATION FUNDS. (NH)

MORE OR LESS OUTDATED
APPLICABLE SEPT. 68

04533

ED017575



VD004533

PROJECT CONCERN

2106 Main Street

Hartford, Connecticut

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Project Title: PROJECT CONCERN

Submitted by:
The Connecticut State Department of Education
State Office Building
165 Capitol Avenue
Hartford, Connecticut 06115
Phone: 203-527-6341

Initiated by:
Dr. William J. Sanders
Commissioner of Education
State Office Building
165 Capitol Avenue
Hartford, Connecticut 06115
Phone: 203-527-6341 Ext. 595

Authorized by:
The Connecticut State Board of Education
State Office Building
165 Capitol Avenue
Hartford, Connecticut 06115
Phone: 203-527-6341 Ext. 595

Directed by:
Dr. Thomas W. Mahan
Director
Project Concern
2106 Main Street
Hartford, Connecticut 06120

Participating Communities:
City of Hartford
Town of Farmington
Town of Manchester
Town of Simsbury
Town of South Windsor
Town of West Hartford

UD 004533

PROJECT CONCERN

PROJECT CONCERN is an experimental educational program designed to counteract the negative effects of de facto segregation. It will explore the effectiveness and practicality of providing a school experience in a middle class suburb as a preventive or remedial intervention for the learning disabilities typically associated with the disadvantaged, inner-city youth. The plan, as it has developed, evolved from several sources with the Report of the Center for Field Studies of the Graduate School of Education, Harvard University, as a basic document. Central to the plan is the belief that youngsters attending inner city schools heavily populated by the disadvantaged are likely to be exposed to a more limited view of themselves and their potential and, because of the overwhelming impact of reinforcement of this view by many aspects of the society, to reduce their own expectations and withdraw their investment in school. The assumption is made that inner city youth cope with situations, solve problems, and learn generally in a fashion which is pertinent to their immediate environment, but which results in patterns or styles which are not effective as they come to deal with school situations -- and in later life with many vocational and social problems. PROJECT CONCERN is designed to confront these youth with school in an environment that stresses different styles and in a context where the models available to them will be provocative of change. The goal of the project is to lead each child to explore the possibilities which are open to him and to make available avenues for pursuing these possibilities.

Design of the Project

PROJECT CONCERN is a two-year study of the impact of a radically different educational environment upon 267 youngsters in kindergarten through grade 5 (grade 1 through grade 6 in the second year of the study). The experimental youngsters were chosen through a random selection basis from the public schools in the City of Hartford which had a non-white population greater than 85%. In the final selection five inner city schools contributed youngsters and the controls were selected, also randomly, from these same schools. Once an experimental child was selected, his family was contacted in terms of their willingness to participate -- less than 5% of the original selections declined to participate (exclusive of those whose youngsters had serious physical problems or who moved from the area). The final experimental group consisted of the following ethnic percentages: White - 2%; Puerto Rican - 10%; Negro - 88%. The 267 experimental subjects were assigned on a "vacant seat basis", (but with a limit of three inner city youth to a class), to classrooms in five suburban communities (Farmington - 73; Manchester - 64; Simsbury - 25; South Windsor - 25; West Hartford - 80). The procedures in the assignment of experimental subjects and controls will permit the relative evaluation of four educational methodologies:

Controls	a) standard inner city educational placement b) inner city class placement enriched by compensatory programs and services
Experimentals	c) placement in a standard suburban classroom d) placement in a standard suburban classroom with supportive team help.

The total number of schools to which experimental youngsters have been assigned in the five communities is 33.

Procedures

Basically, the experimental youth will experience a typical suburban school placement. Although it is assumed that the majority of the experimental youth will be functioning below grade level, they have been placed in the grade which they would have attended in the inner city. To assist the youngsters with this problem a supportive team consisting of a teacher and a non-professional aide has been provided for every twenty-five children. This team will work in collaboration with the regular classroom teacher and will be primarily concerned with remedial educational activities (to be carried on in small, but integrated, groups) and with home-school liaison. As a part of the research design approximately fifty (50) youngsters will have the suburban school experience without the supportive team.

Evaluation

Both statistical and case study data will be utilized in the evaluative procedures. The University of Connecticut has contracted to do the major task of data collection while experts from Harvard University (Graduate School of Education), Brandeis University (Heller School of Social Research) and the University of Hartford are serving as consultants in the design and process. The areas covered in the evaluative process are: mental ability; educational achievement; sociometric status; school involvement; pupil, parent, and teacher attitudes; self-perception; aspiration. Comparisons will be made between experimental and control subjects and the data will be analyzed in terms of age, grade, sex and school system variables. A major goal will be to draw inferences as to what intervention techniques appear most effective with differing combinations of pupil characteristics. These data will be studied in June, 1967 and again in June, 1968.

Staff and Personnel

PROJECT CONCERN is functioning with a total staff of eight (8) supportive teachers (supported from City of Hartford funds), nine (9) non-professional aides (supported from federal grant funds), a supervisor of aides, two (2) secretaries, two (2) social work-community workers, an assistant director-social work consultant, and a director (all of whom are supported from federal grant monies). The teachers and aides work on a regularly assigned basis in the various schools while the rest of the staff operates from an office in the North End of the inner city with a strong emphasis on community contact.

Financing

PROJECT CONCERN is supported from local, state, federal and private foundation funds. The major categories of estimated expense are as follows:

A) Per Pupil Tuition Payment to Towns	$162,000
B) Bus Transportation	54,000
C) Salaries - Supportive Teachers	88,000
D) Salaries - Non-professional Aides	29,700
E) Salaries - Administrative, Supervisory, Social Work, and Secretarial Staff	58,420
F) Testing and Data Analysis	20,000
G) Office Rental and Supplies	3,000
H) Consultants' Fees	8,000
Total	$423,120

Funds, by source, to meet these expenses are as follows: Federal - $130,840; State and Local - $128,300; Other - $163,980.

In calculating the economic feasibility of the program for long range development, categories E, F, G, and H (all related to the experimental aspect of PROJECT CONCERN) can be eliminated and Bus Transportation (item B) can be reduced to one-half the reported figure on a per-pupil basis. The inflated figure reported here is a function of the complexity of our bussing schedule and the relatively small number of pupils involved in each school system. It would easily be possible to bus twice the number of pupils at no additional cost. These changes would reduce the total cost for operation to $306,700.

Further Information

For further information contact:

Thomas W. Mahan, Ph. D., Director
Project Concern
2106 Main Street
Hartford, Connecticut 06120
Tel. 203 - 527-4191 Ext. 301

September 20, 1966